**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.0A**  **The Envision Lesson: 3-4: Thinking Addition to 18 to Subtract** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Do the daily spiral daily review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. **How will you explicitly teach new vocabulary:** The only vocabulary for this lesson is “related facts”: Addition and subtraction facts that have the same number. This was introduced in topic 1. This will be done by using the Fryer Model for vocabulary in their math journal. This should be done as a whole class activity. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| ***Develop the Concept: Interactive Learning (Hands-on):*** *Using a two-sided manipulative have the students build a number (i.e.16) representing the whole. Write a subtraction problem on the board (i.e.16-7=?). Ask students to turn 7 manipulative over, so 7 are one color and 9 are the other color. Ask students what addition sentence they see in the manipulatives. The response should be 7+9=16. Have students discuss with their partner how this can help them to solve the subtraction problem on the board. Also have partners discuss how they came to their conclusion. This should be followed with a whole group discussion. Do several together as a whole class.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| ***Develop the Concept: Visual:*** Using individual white/chalk boards each student will draw a picture representing the whole (i.e. 16). Each student will cross out a part (i.e. 7). Have them share with a partner each addition and subtraction equation they created. As partners they need to explain why this strategy works. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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